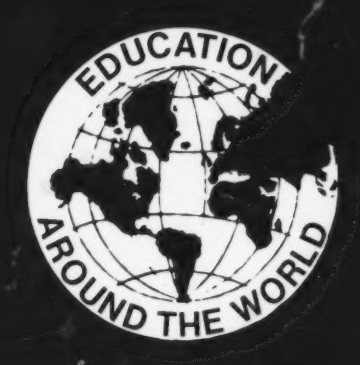

The Educational System of Hungary

Publication No. E-79-19139

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The Educational System of Hungary

by
Dr. Randolph L. Braham
The City College of the City University of New York

U.S. DEPARTMENT OF EDUCATION
Shirley M. Hufstedler, *Secretary*
Steven A. Minter, *Under Secretary*

This report was supported in whole or in part by the Office of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Office of Education or, subsesquently, of the Department of Education, and no official endorsement by either should be inferred.

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1980

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

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Hungary: 1979

The Country and the People

Official Name: Hungarian People's Republic

Location: Central Europe; bordered by the U.S.S.R. and the Socialist Republic of Romania to the east, by the Federal Socialist Republic of Yugoslavia to the south, by Austria to the west, and by the Czechoslovak Socialist Republic to the north.

Size: 35,900 square miles (92,980 square kilometers)

Main Subdivisions: 19 Counties (*megyék*) and 5 cities, including Budapest, of County rank.

Official Language: Hungarian

Population: 10,600,000 (1977 estimate)

People: 97.0 percent Hungarian; of the remaining 3.0 percent, about 240,000 (2.3 percent) are Germans and 27,000 (0.2 percent) are Slovaks.

Literacy Rate: Officially, 98 percent

Type of Government: People's Democratic (Communist)

Religion: 67.5 percent Roman Catholic, 20.0 percent Calvinist, 5.0 percent Lutheran, with fractions of Unitarian and Jewish.

The Basic System

Historical Background

The pre-World War II educational system in Hungary was of mixed value. While it included some outstanding though highly selective secondary and higher educational institutions, it also had a large number of substandard schools, especially in the rural communities and the smaller provincial towns. In the late 1930's, over 80 percent of all elementary and approximately 50 percent of all secondary schools were denominational. The majority of these were Roman Catholic. Admission into the secondary and postsecondary schools was considerably restricted and inequitable on socioeconomic grounds and later on ethnic grounds also.

When free elections held in October 1945, led to establishment of a republic and a coalition government, the educational system was changed to conform with the interest of the new regime. It was further changed 2 years later when the Communists, with the support and intervention of the Soviet occupation authorities, seized power and established a Communist government. This structural and functional transformation of the educational system was brought about in three well-differentiated phases.

The first phase, from 1945 through 1948, included democratization of the educational system by providing for establishment (under Decree 6650–1945.M.E. of the National Provisional Government) of a new type of elementary school known as the "general" school *(általános iskola)*. Free and compulsory for children ages 6 through 14, the 8-year general school was introduced throughout the country beginning in August 1945.

The second phase coincided with the political-governmental changes following the Fourth Congress of the Hungarian Communist Party in June 1948. The major changes included nationalization of education under Law No. XXXIII of 1948, transformation of the composition of the university and secondary school student body, reorganization of the secondary school system, and changing of the organizational-administrative structure of education. As a result of these measures over two-thirds of the country's 9,274 schools (with 639,335 pupils and approximately 18,000 teachers) in 1948 were immediately nationalized. Others were retained under denominational guidance in accordance with the State Office for Denominational Affairs *(Állami Egyházügyi Hivatal)*, the new governmental agency established to administer state-church relations. The change in social composition of the university and secondary school student body aimed to bring about a new generation of class-conscious and working class-based intelligentsia.

The third and final phase began in March 1950, when the Central Committee of the Communist Party adopted a resolution calling for the complete reorganization and reorientation of education along Marxist-Leninist lines. The measures adopted in pursuance of this resolution included revision of the curriculums and syllabuses, restructuring of all postelementary educational institutions, and revamping of the admission, examination, and grading system. In the course of time, these measures were periodically revised and adapted to suit the interests of changing historical and political conditions. In 1954, for example, the Community Party called for a "greater appreciation of the treasures of Hungarian national culture," reflecting the post-Stalinist liberalization trend of the "New Course" era. In 1957, in turn, following the revolt of October-November 1956 that was put down by Soviet armed forces, a series of measures was adopted to "further the building of socialism in the field of education" as a means to protect the people's democratic system against "counter-revolutionary elements." The educational system of Hungary underwent a general overhauling in the wake of decisions of the

Seventh Congress of the Party in November 1959. The directives adopted by the Party's School Reform Committee were largely incorporated in Law No. III of 1961, which was adopted by the Parliament on October 11, 1961. While it has been subjected to several changes since its adoption, this fundamental education act continues to be the basis of the present Hungarian system of education.

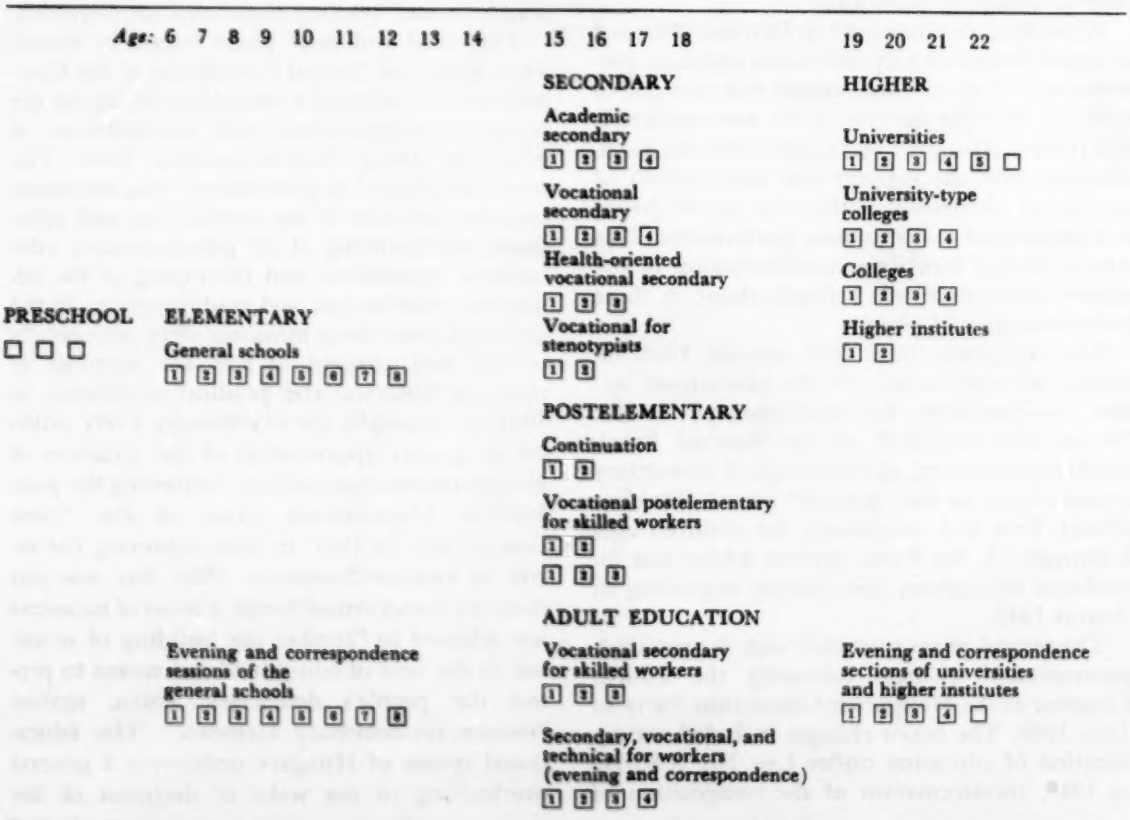
Structure

The Hungarian educational system consists of preschool education in kindergartens (usually 3 years); 8-year general (elementary) schools; 4-year academic and vocational secondary schools; and 2-year and 3-year vocational schools. On the higher education level are 4- to 6-year universities, university-type colleges including 3- and 4-year teacher-training colleges, and higher institutes including 2-year institutes for training kindergarten teachers. Adult graduates of the general elementary or of the postelementary vocational schools may continue their education in 4-year academic, vocational, or technical secondary schools for workers. Higher education institutions also offer evening sessions and correspondence courses. (See chart.)

The compulsory attendance requirement extends through the age of 16, with 14- to 15-year-old graduates of the 8-year general schools having various options to fulfill this requirement, including attendance at continuation schools and vocational postelementary schools for skilled workers.

In the 1970's the number of schools and institutions tended to decline, while the size of the student body remained generally stationary. The exceptions were kindergartens and special schools, which increased both in enrollment and number of institutions. Among the most interest-

Structure of education in Hungary: 1979



ing developments are those affecting secondary education. Although total enrollment and the number of schools declined each year from 1971–72 through 1975–76, the percentage of secondary school-age population attending school gradually increased during the corresponding period (table 1). These figures indicate a gradual decline in the secondary school-age population as well as a tendency for more graduates of the 8-year general schools to continue their education. (For more detailed analyses of statistical data, including those of 1976–77, see "Enrollment Data" sections of the various levels of education discussed later.)

Table 1.—Day session school statistics, by level and type: 1971–72 through 1976–77

School year	Total	Kindergartens	General schools	Schools for the handicapped	Continuation schools	Secondary schools	Higher education institutions
			Schools or institutions				
1971–72	9,829	3,536	5,351	127	212	541	62
1972–73	9,724	3,642	5,197	132	158	540	55
1973–74	9,594	3,785	4,978	141	105	530	55
1974–75	9,472	3,945	4,736	144	64	528	55
1975–76	9,317	4,077	4,468	150	38	528	56
1976–77	...	4,198	4,214	153	23	528	56
			Classes or groups				
1971–72	59,020	8,332	41,399	2,108	260	6,921	...
1972–73	59,463	8,979	41,286	2,231	187	6,780	...
1973–74	60,257	9,837	41,243	2,383	119	6,675	...
1974–75	61,255	10,727	41,310	2,503	75	6,640	...
1975–76	62,011	11,511	41,186	2,636	49	6,629	...
1976–77	...	12,163	41,192	...	...	...	...
			Teachers				
1971–72	103,581	13,436	63,432	2,807	...	13,594	10,312
1972–73	106,348	14,846	64,004	3,033	...	13,687	10,778
1973–74	109,350	16,452	64,605	3,340	...	13,689	11,264
1974–75	113,059	18,410	65,687	3,612	...	13,749	11,601
1975–76	117,610	20,512	66,861	4,024	...	14,078	12,135
1976–77	...	22,445	64,425	4,357	...	...	...
			Students				
1971–72	1,637,496	246,654	1,070,017	29,768	5,968	228,749	56,340
1972–73	1,626,344	270,121	1,043,596	31,142	3,992	219,112	58,381
1973–74	1,638,098	296,101	1,032,786	32,552	2,391	212,734	61,534
1974–75	1,662,848	315,644	1,039,586	33,565	1,307	209,646	63,100
1975–76	1,687,561	329,408	1,051,095	34,640	782	207,317	64,319
1976–77	1,724,482	349,209	1,072,423	35,388	569	202,397	64,496
			Percentage of school-age population in school[1]				
1971–72	58.1	58.9	98.2	...	...	30.7	6.5
1972–73	57.7	62.0	98.3	...	...	31.5	6.5
1973–74	58.3	66.1	98.3	...	...	33.0	6.6
1974–75	59.3	71.8	98.2	...	...	34.8	6.7
1975–76	60.3	75.5	98.4	...	...	36.1	6.9
1976–77	60.3	79.7	98.6	...	...	...	...

[1] Including students in schools for training skilled workers.

SOURCE: *Közneveléstink évkönyve, 1975–76* (Yearbook of Our Public Education, 1975–76). Budapest: Tankönyvkiadó, 1977, p. 117, and *Report on Educational Progress in 1975–77*. (Presented at the XXXVI Session of the International Conference on Education, Geneva, September 1977.) Budapest: Ministry of Education, 1977. Pp. 73–74.

Legal Basis

The legal basis of the current educational system of Hungary is Law No. III of 1961, as amended by Decree Law No. 24 of 1973 of the Presidential Council of the Hungarian People's Republic. The preschool system is regulated under Law No. III of 1953. The general schools, which constitute the basis of elementary education, operate under the provisions of Decree Law No. 14/1962 as implemented by Decree No. 3/1966. (XI.4.) MM of the Minister of Education. The secondary school system is based on Decree Law No. 24/1965, as amended by Decree Law No. 25 of 1973. It is implemented under Decree No. 27/1965. (XII.1) *Korm.* of the Council of Ministers, as amended by a number of Government decrees (34/1971. (XI.3.) Korm. and 4/1973. (I.26.) MT) and resolutions (1022/1967. (VIII.2.) Korm. and 1016/1970. (V.24.) Korm). Higher education is regulated under Decree No. 25/1969. (VI.20.) Korm. and Decree No. 29/1970. (VIII.7.) Korm. of the Council of Ministers.

The fundamental principles and goals of education are summarized in Law No. III. Accordingly, education is expected to:

- Assure close ties between the schools and production, and prepare all students for participation in a productive life.
- Raise the general and professional cultural level by taking into consideration the age characteristics of the students.
- Raise patriotic, upright, and law-abiding citizens on the basis of a socialist outlook and morality.
- Increase the number of students and of persons who study while engaged in productive employment, aiming at the gradual implementation of a general and compulsory secondary education system.
- Provide, by means of a planned educational system, general and professional knowledge.
- Satisfy the requirements of the economy for skilled labor.
- Develop and strengthen in the students a Marxist-Leninist concept of life and socialist morality.

Administration

General educational policy is usually formulated by the Communist Party and implemented through a variety of governmental organs, including the Council of Ministers. Immediate responsibility for implementing educational policy and administering educational institutions at all levels is exercised by the Ministry of Education *(Oktatásügyi Minisztérium)*. In performing its tasks, the Ministry acts in cooperation with several other ministries and governmental organizations operating educational institutions.

The Ministry of Education was established on June 22, 1974, under Decree Law No. II, which separated the old Ministry known as *Művelődésügyi Minisztérium* into two distinct ministries: one dealing with education proper and the other, known as the Ministry of Culture *(Kulturális Minisztérium)*, dealing with general cultural affairs. The functions of the Minister of Education are many and complex. They include: implementing the educational objectives of the Party and Government; coordinating the administration and supervision of enterprises and educational establishments involved in the educational process; issuing decrees and regulations and submitting proposals to the Council of Ministers and other interested ministries and governmental organs; determining policy relating to the publication of textbooks; and exercising ultimate jurisdiction over the establishment, dissolution, and consolidation of secondary and higher educational institutions. In formulating and implementing educational policy, the Minister relies to a large extent on advice and recommendations from a number of agencies and ministries.

Among the most important of these agencies are the National Education Council *(Országos Oktatásügyi Tanács)* and the State Youth Committee *(Állami Ifjúsági Bizottság)*, which were established under Resolutions No. 1029/1974. (VI.13.) and 1028/1974. (VI.13) of the Council of Ministers, respectively. The former, which is headed by the Minister of Education, is primarily concerned with national education policy and is composed of representatives of a number of interested ministries and agencies. One of these, the National Planning Office *(Országos Tervhivatal)*, is primarily concerned with determining educational targets, including establishing admission quotas for higher education institutions in accordance with projected needs of the various branches of the economy. The State Youth Committee's primary objective is to

formulate policy relating to youth in all areas except education proper. Emphasis is placed on the socialist "upbringing of youth" for which purpose the Committee acts in close cooperation with the Hungarian Communist Youth League *(Magyar Kommunista Ifjúsági Szövetség)* and the Hungarian Pioneers' League *(Magyar Úttörők Szövetsége)*.

In performing his duties, the Minister is assisted by several deputies who are in charge of various divisions. With respect to the major levels of education, the main divisions are the Division of General Education *(Általános Iskolai Főosztály)*, the Division of Secondary Education *(Középiskolai Főosztály)*, the Division of Universities and Teacher-Training Colleges *(Tudományegyetemi és Tanárképző Főiskolai Főosztály)*, and the Division of Polytechnical Universities and Colleges *(Műszaki Egyetemi és Főiskolai Főosztály)*.

The Ministry of Education has exclusive jurisdiction over regular (liberal arts) universities *(Tudományegyetemek)*, polytechnical universities *(Műszaki egyetemek)*, art colleges *(Művészeti főiskolák)*, and teacher-training colleges *(Tanárképző főiskolák)* and institutes *(Tanítóképző és óvónőképző intézetek)*. It shares jurisdiction over other types of higher education institutions, being primarily responsible for determining curriculums and syllabuses and supervising the instructional process. For example, medical universities *(Orvostudományi egyetemek)* operate under the jurisdiction of the Ministry of Health *(Egészségügyi Minisztérium)* and of the College of Physical Education *(Testnevelési főiskola)*, which operates under the Hungarian Association of Physical Education and Sports *(Magyar Testnevelési és Sportszövetség)*.

At the local level, primary responsibility for elementary and secondary education is exercised by people's councils *(tanácsok)*. Composed of working people's deputies, the councils act through their executive committees *(végrehajtó bizottságok)*, whose chairmen are roughly equivalent to American mayors. In educational matters, primary responsibility is exercised by the educational sections *(oktatásügyi osztályok)*, whose functions correspond generally to those of American boards of education. County people's councils *(megyei tanácsok)* exercise jurisdiction over the development and operation, including inspection and supervision, of local educational establishments. Local councils maintain the elementary and secondary educational institutions and supervise and inspect the process of elementary education. The latter functions with respect to secondary education are exercised by the County councils through their standing committees on education. School inspectors visit the schools within their jurisdiction periodically not only to check whether they carry out their educational functions properly, but also to give professional advice for the further training of teachers. Inspectors are accountable to the executive committees of the County people's councils and, in certain Counties and in Budapest, to the National Pedagogical Institute as well. Their work is coordinated by the National Supervisory and Further Training Institute *(Vezetőképző és Továbbképző Intézet)*, which was established in 1976.

The local councils are guided not only by the central Party and governmental directives, but also by recommendations of the County councils of education *(megyei oktatási tanácsok)* and various mass organizations, including the Party, the trade union, and youth organizations. An especially important role is played by the Parental Work Collectives *(Szülői Munkaközösségek)*. The functions of the mass organizations and collectives in the upbringing of youth in general and public education in particular have been enhanced under Law No. V of October 26, 1976.

Financing

The Hungarian system provides for free education in the general (elementary) schools, schools for the handicapped, secondary schools, vocational schools for skilled workers, and elementary schools for adults. University and college students are charged tuition. The tuition varies according to both the students' grades and general educational achievements, and to the parents' income.

Accordingly, all students in income categories I through V are exempted from payment of any tuition if their grade average is above 3.5, as are those in category VI if their grade average is above 4.5. The tuition, which is relatively small, must be paid 2 weeks before the beginning of the examinations.

Supplies and textbooks must be provided by the students in all levels of education. The State

provides a liberal scholarship and student welfare program. Scholarships are usually awarded on the basis of educational performance and may be granted by State organs as well as by social organizations and agricultural and industrial enterprises. Social assistance involves placement of students in dormitories or residences, regular and emergency financial aid, and free or low-cost meals.

The total 1975 budget for all educational establishments amounted to 15.711 million Forints as against 9.255 million Forints in 1970 (in current prices). The expenditures in terms of level of education are shown in table 2. (In 1975, the exchange rate was $1 U.S.=20.45 Forints.)

Table 2.—Expenditures by level of education in 1960, 1970, and 1975

(In million Forints)

Type of School	1960	1970	1975	Percent in 1975
Total	*4,717*	*9,225*	*15,711*	*100.0*
Kindergartens	460	919	1,826	11.6
Elementary education	2,041	3,366	5,605	35.7
General schools	1,638	2,366	3,696	23.5
Day homes	261	723	1,358	8.6
Boarding homes and State care	232	483	709	4.5
Academic and vocational secondary education	703	1,402	2,212	14.1
Health-oriented vocational secondary and vocational for stenotypists	194	208	329	2.1
Other vocational education	518	1,108	1,633	10.4
Higher education	569	1,739	2,546	16.2
Other	...	...	851	5.4

SOURCE: *Statistical Pocket Book of Hungary 1977.* Budapest: Statistical Publishing House for the Hungarian Central Statistical Office, 1977. P. 189.

Language of Instruction

Instruction at all levels of education is generally in Hungarian. To satisfy the needs of ethnic minorities, the state also provides opportunities for teaching in their respective languages. There are a number of preschool, elementary, and secondary schools in which the language of instruction is either German, Serbo-Croatian, Romanian, Slovakian, or Slovenian. In areas where the number of minority students does not justify establishing a separate minority school, the children are taught the humanities and social studies subjects in their mother tongue and science subjects in both Hungarian and their mother tongue. In all schools, teaching Hungarian and Hungarian literature is compulsory. Data on minority schools and enrollment are given under the various levels of education.

Academic Calendar

The academic year begins September 1 and ends August 31. Teaching starts on the first Tuesday in September (the first Monday in September is devoted to ceremonies that begin the academic year). Teaching ends between June 12 and 20, on a day determined by the school principal, for the general schools and years 1 through 3 of the secondary schools. In the fourth year of secondary schools, the school year ends the second Saturday in May to enable students to study for their baccalaureate examinations. The regulations provide for 198 days of instruction in the general schools, 192 days in years 1 through 3, and 174 days in year 4 of the secondary schools. The academic year is divided into two semesters: the first extends from the start of the school year to the end of the winter vacation; the second semester begins with the first work-day following the winter vacation and ends in June on the day of ceremonies that close the instructional period.

Vacation periods extend from December 22 to the first Sunday in January and from April 5 through April 13. Schools close on the following national holidays: November 7, March 15, April 4, Easter Monday, and May 1.

Grading System

Academic-scholastic achievement in all levels of education is measured and recorded by the following scale: 5—outstanding or excellent; 4—good; 3—average; 2—passing; and 1—failure.

Textbooks and Audiovisual Aids

Textbooks, like most other types of educational materials, including curriculums, syllabuses, and handbooks, are published by the state-owned Textbook Publishing House *(Tankönyvkiadó)* under the general guidance of the Ministry of Education. Immediate responsibility for preparing manuscripts is exercised by the National Pedagogical Institute *(Országos Peda-*

gógiai Intézet), acting in consultation with the Teachers' Union *(Pedagógusok Szakszervezete)* and the Hungarian Pedagogical Association *(Magyar Pedagógiai Társaság)*.

Developing, testing, and applying new audiovisual aids, and organizing courses that relate to teaching techniques which require these aids, are the responsibility of the National Teaching-Technique Center *(Országos Oktátástechnikai Központ)* located in Veszprém. The Center is a member of the Inter-Departmental Scientific and Coordinating Council on Education Technology *(Oktatástechnologiai Tárcaközi Tudományos és Koordináló Tanács)*, which was established in 1976 to coordinate testing, production, and distribution of teaching aids.

Textbook writers are selected through competitions announced publicly by the Ministry of Education. The writers must follow specific guidelines, including those that incorporate the education research results of the National Pedagogical Institute. These are normally published in the Institute's *Pedagógiai Szemle* (Review of Education). In higher education, education research is the primary responsibility of the Pedagogical Research Center of Higher Education *(Felsőoktatási Pedagógiai Kutatóközpont)*, which publishes the Review of Higher Education (*Felsőoktatási Szemle*).

Preschool Education

Hungary has two types of preschool educational institutions: Nurseries *(bölcsődék)* and kindergartens *(óvodák)*. The former usually operate under the auspices of the Ministry of Health *(Egészségügyi Minisztérium)* and are maintained and operated by people's councils, enterprises, factories, and cooperatives. Admitting infants from the age of 1 month to 3 years, they are of various types: Year-round nurseries operating on a full-day basis; seasonal nurseries; 6-day nurseries, caring for children from Monday morning to noon on Saturday; and special nurseries for handicapped children. Admission preference is given to children of working parents, with fees depending on the family's income and the number of children in the family.

Kindergartens operate under the ultimate educational supervision of the Ministry of Education and are maintained and operated by people's councils, enterprises, factories, and cooperatives in accordance with local requirements and conditions. Operating under the provisions of Law No. III of 1953, kindergartens are of the following types: half-day kindergartens *(félnapos óvodák)*, full-day kindergartens *(egész napos óvodák)*, seasonal day-home kindergartens *(időszaki napközi otthonos óvodák)*, summer day-home kindergartens *(nyári napközi óvodák)*, 6-day kindergartens (*hatnapos óvodák*), and children's homes *(gyermekotthonok)*.

Kindergartens admit children between 3 and 6 years of age. Wherever feasible, the children are divided into age groups with each group averaging 25 to 30 children. As in nurseries, admission preference is given to children of working parents, with fees depending on the family's income and the number of children in the family.

Program

Kindergarten education is viewed as an organic part of the Communist educational system. Aside from laying the foundation for developing a participant in socialist society, kindergartens also perform two additional important functions: They provide care for children while parents are at work and they prepare children for elementary school.

Activities of kindergarten principals and teachers were delineated until 1974 by methodological instructions and study guides issued by the Ministry of Education. Under Decree No. 3/1974. (IX.12). OM, kindergartens, like schools at other levels, acquired a separate operational guidebook *(rendtartás)*, which stipulates all the details relating to operating kindergartens, including functions and responsibilities of the principals and teachers, relations of kindergartens with parents' and other mass organizations, content of education, and admission of children. The five major subjects in the kindergarten curriculum are (1) physical education, (2) native tongue and knowledge of surrounding, (3) elements of quantity, form, and space,

(4) drawing and handwork, and (5) music and singing.

In 1970, an experimental kindergarten program was introduced for 5-year-old children to prepare them for the first year of elementary education. The program, involving 192 hours of instruction, lasts from October 1 through May 31. Emphasis is placed on developing the skills and habits and acquiring the basic knowledge useful in elementary education. The intention of the Government was to introduce this program throughout the country beginning with the 1977–78 academic year, depending on financial considerations.

In accordance with the Aug. 5, 1969, resolution of the Minister of Education, the children of national minorities in localities inhabited by those minorities may attend their own kindergartens where the language of instruction is exclusively in their mother tongue. There are also a number of mixed kindergartens where instruction is both in their mother tongue and in Hungarian.

Enrollment Data

Enrollment in kindergartens increased considerably in the 1970's. As shown in table 1, the percentage of children in the 3- to 6-year age groups enrolled in kindergartens increased from 58.9 in 1971–72 to 79.7 in 1976–77. Of the 4,077 kindergartens operating in 1975–76, 394 were affiliated with enterprises, and the remainder were operated by their particular local people's councils. In 1976–77, 250 children were attending kindergartens in which the language of instruction was the native tongue of the ethnic minorities, and 6,063 children were attending 141 kindergartens in which the languages of the national minorities were taught, while the language of instruction was Hungarian.[1]

Elementary Education

Elementary education is provided in the 8-year general school *(általános iskola)*, which is free and compulsory for children age 6 through 14. The compulsory attendance requirement, however, extends through the age of 16. Those who graduate from a general school at age 14 have three options to fulfill the compulsory schooling requirement: (1) Continue schooling at an academic or vocational secondary institution, (2) take part-time (at least 4 hours per day) employment in production, or (3) pursue their education at a postelementary continuation school or other vocational school.

The principal aim and functions of the general school are identified in the regulation *(rendtartás)* issued for the schools by the Ministry of Education. A primary goal is to lay a foundation for developing personality characteristics appropriate to a participant in Communist society. Toward this end, the general school is expected to—

- Provide every student with modern, unified basic education.
- Develop in children the moral traits characteristic of the Communist man.
- Provide an education that will lead children to love their socialist homeland and the people of other countries.
- Enable pupils to become conscious workers and protectors of their fatherland and of its future society.

General schools are established by and operate under the jurisdiction of local people's councils. Immediate responsibility for operating the school is exercised by the director *(igazgató)* who is assisted by one or several deputies *(igazgatóhelyettesek)*, depending on the size of the school.

The principal is solely responsible for implementing all instructions from the higher educational, governmental, and Party authorities. He is the major link to the Party, the Teachers Union, the Hungarian Communist Youth League, the Hungarian Pioneers' League, the various parents' work collectives (*szülői munkaközösségek*), and the National Council of the Patriotic

[1] *Köznevelésünk évkönyve, 1975–76* (Yearbook of Our Public Education. 1975–76). Budapest: Tankönyvkiadó, 197 pp. 117–118; and *Report on Educational Progress in 1975–7* (presented at the XXXVIth Session of the International Conference on Education, Geneva, September 1977). Budapest: Ministry of Education, 1977. Pp. 73–74.

People's Front *(Hazafias Népfront Országos Tanácsa)*—all of which are directly or indirectly involved in the educational process. In addition to his deputy, the principal is assisted by various "teacher work collectives" *(pedagógus munkaközösségek)*, class advisers *(osztályvezetők* or *osztályfőnökök)*, and the "education council" *(nevelőtestület)*, which is composed of all the teachers of the school as well as the heads of other institutions involved in administering the school. The specific functions and responsibilities of these organs, like those of the administrators and teachers, are outlined in the regulation cited earlier.

Principals are appointed for 5 years. The selection and appointment processes, including the conditions for reappointment, are stipulated in Decree No. 5/1974. (V.21.) MM of the Minister of Education.

There are several types of general schools, depending on their enrollment and location. In the larger ones, known as "divided" *(osztott)*, the lower grades are taught by grade teachers, while in the upper grades students attend special subject classes taught by subject teachers. In the "partially divided" *(részben osztott)* general school, which is usually small or medium-sized, pupils of various grades of a similar level are grouped together in at least four groups. General schools "with limited enrollments" *(kislétszámú)* usually operate in one group or in two or three groups, and are administered by the principal of the closest divided or partially divided school. There are also a number of district schools *(körzeti iskolák)* in which the specialized subjects of the upper elementary grades are taught to students in neighboring schools with limited enrollment or in partially divided schools. These students are normally bussed to the district schools or live in boarding-homes.

Program

The curriculums and syllabuses of the general schools are prepared by the National Pedagogical Institute under the auspices of the Ministry of Education. The curriculum of the general schools includes the following subjects: Chemistry, counseling, drawing, elementary biology and zoology, geography, history, Hungarian, knowledge of the surroundings, mathematics, music, physical education, physics, and Russian. Practical work periods take up to 1 hour per week during the first 2 years and 2 hours per week during the next 6 years. The curriculum of the divided general school is shown in table 3.

Beginning with the 1973–74 school year, the workload of pupils has been reduced. Special effort has been made to curtail pupils' written homework assignments. The 6-day system has also been revised, making every second Saturday free first for pupils in the first 4 grades and then for those in the upper general school grades as well. The system will be gradually extended to the post-elementary schools beginning with the 1978–79 school year.

Wherever possible, depending upon the availability of the necessary personnel and educational resources, general schools also offer a special curriculum to satisfy various educational needs of pupils. In certain schools, special programs are offered in singing and music and in physical education from the first grade on; in others, specialization in languages, including Russian, English, French, and German, is possible from the third grade. Beginning with the seventh grade, specialization may also be offered in arithmetic. Children interested in or selected for these specialized programs are usually grouped into separate sections of the appropriate general schools.

General school pupils take semester- and year-end examinations, with results evaluated by the appropriate teacher. The general performance of pupils, including their promotion, is determined by the collective judgment of teacher committees. Those who receive a failing mark in some subject or in the grade examination are entitled to take a repeat examination *(javítóvizsga)* at a late August date specified by the school principal.

Those who fail the repeat examination or fail to report for it must repeat the entire grade. The year-end results are entered into a gradebook *(bizonyítvány)* which the student receives at the end of the school year. The gradebook also serves as a student identification for registration or transfer purposes. Its return with the parent's or guardian's signature before the end of June is used for registering the pupil for the next school year. Beginning with the 1972–73 school year, the marking system in general schools has been liberalized in the sense that no grades are used for the first terms in the 1st year

Table 3.—Number of hours per week, per subject, in the 8-year elementary schools, by grade: 1978–79

Subject	Grade							
	1	2	3	4	5	6	7	8
Total	*20*	*24*	*26*	*27*	*29*	*30*	*31*	*31*
Arithmetic-geometry	5	6	6	6	5	5	4	4
Chemistry	0	0	0	0	0	0	2	2
Drawing	0	1	1	2	2	2	2	2
Geographiy	0	0	0	0	2	2	2	2
Guidance[1]	0	0	0	0	1	1	1	1
History	0	0	0	0	2	2	2	2
Hungarian:								
Composition	0	0	2	2	0	0	0	0
Grammar	0	3	3	3	0	0	0	0
Language and literature	0	0	0	0	6	5	5	5
Reading	10	5	4	4	0	0	0	0
Writing		2	2	2	0	0	0	0
Knowledge of the surroundings	1	2	2	2	0	0	0	0
Music	1	2	2	2	2	2	2	2
Physical education[2]	2	2	2	2	2	2	2	2
Physics	0	0	0	0	0	2	2	2
Practical exercises	1	1	2	2	2	2	2	2
Russian	0	0	0	0	3	3	3	3
The living world[3]	0	0	0	0	2	2	2	2

[1] Includes conferences with the class adviser.
[2] In the first grade, "Play."
[3] Includes elements of biology and zoology.

SOURCE OF DATA: *Tanterv és utasitás az általános iskolák számára* (Curriculum and Instruction for the General Schools). Budapest: Tankönvkiadó *for the* Művelődésügyi Minisztérium (Ministry of Culture), 1970. P. 5. Curriculum has not changed since 1970.

and the 5th year (which is the 1st year in the upper general school) or for any new subjects introduced in a particular term.

As a result of modernization measures adopted in recent years, 81.5 percent of the students who entered the general school in September 1968 graduated in 1976 without having lost any time. Although the number of those failing in certain subjects in the upper grades (6, 7, and 8) increased in recent years, this was more than offset by the rise in the number of those who completed grades 1 and 2. The improvement in the percentage and absolute number of those graduating has been due to an increase in the number of tutorial programs as well as to the fact that over 70 percent of those entering first grade had previously attended a kindergarten.

Enrollment Data

As table 1 indicates, the number of general schools declined from 5,351 in 1971–72 to 4,214 in 1976–77. Since the number of pupils remained basically the same, the decline reflects the tendency of the Government to centralize and consolidate the smaller and less efficient schools in certain school districts. Of the 4,214 general schools in 1976–77, 2,504 were divided schools, enrolling 988,333 (92.2 percent) of the pupils; 436 were partially divided, enrolling 49,462 (4.5 percent); and 1,274 were limited enrollment schools, with 34,628 (3.2 percent). During the same school year, 10,743 general school pupils received room and board in 129 "boarding-homes." [3]

Of those enrolled in 1976–77, 115,028 were in grade 8. Of these, 108,777 (94.6 percent) indicated a desire to continue their studies, and 6,251 (5.4 percent) decided to discontinue their studies. Of those desirous of continuing their studies, 50,830 (44.2 percent of all students in grade 8) opted to attend a training school for skilled workers; 20,895 (18.2 percent) chose the

[3] *Report on Educational Progress in 1975–77* (presented at the XXXVIth Session of the International Conference on Education, Geneva, September 1977). Budapest: Ministry of Education, 1977. Pp. 78–79.

gymnasiums (academic secondary schools); 33,471 (29.1 percent), the vocational secondary schools; 1,178 (1.0 percent), the special schools for stenotypists; and 2,403 (2.1 percent), medical-nursing schools.[3]

Children of national minorities are enabled to study in their own general schools or in schools where their particular language is also taught or used. In 1976–77, there were 20 general schools (with 1,984 pupils) where the language of instruction was the native language and 278 schools (with 26,115 pupils) where their native languages were taught in addition to the Hungarian language.[4]

Adult Workers' General Schools

Adults eager to complete their elementary education may enroll in the correspondence courses or evening sessions of the regular general schools. The Ministry of Education alerts adult workers about schooling opportunities by putting out various types of pamphlets, including one titled "It Is Never Too Late to Study" (*Tanúlni soha sem késő*). In 1976–77, 39,092 adults attended general school classes.

Special Education

Hungary has a relatively well developed network of special schools for the physically and mentally handicapped children. Depending upon the extent of their handicap, children are assigned either to regular general schools, where there are special sections for them, or to certain specific special schools. Assignment of the handicapped children is the responsibility of a standing committee of special education, which usually acts in accordance with recommendations made after careful pedagogical, medical, and psychological examinations. As table 1 shows, in 1976–77 there were 153 special schools for the handicapped, and 413 general schools had special sections or auxiliary classes for small groups of handicapped children. The number of handicapped children enrolled during the same year was 35,388, while that of the specialized teachers assigned to them was 4,357.

Teachers and therapists for physically and mentally handicapped children are trained in the 4-year "Bárczi Gusztáv Special Education Teacher-Training College" (*Bárczi Gusztáv Gyógypedagógiai Tanárképző Főiskola*) and the 4-year "Institute for Training Teachers of Motor Disorder Patients" (*Mozgássérültek Nevelőképző- és Nevelőintézete*), both in Budapest.

Postelementary Education

Continuation Schools

Established and operated by local people's councils, continuation schools (*továbbképző iskolák*) are usually attended by children graduating from general schools before age 16 who do not choose to continue their education in either an academic or a vocational secondary school and who are not gainfully employed at least 4 hours a day. Continuation schools are 2-year institutions with a basically agricultural or industrial orientation. The former type is usually in session for 5 months, November through March; the latter, for 10 months, September through June. There is also one commercial-type continuation school.

As table 1 indicates, the number of continuation schools and their enrollment declined dramatically in the 1970's More general school graduates have been continuing their education in the vocational and academic secondary schools, and thus fewer adults need or are interested in the formal schooling provided by continuation schools. Whereas in 1971–72 there were 212 such schools with 5,968 students, in 1975–76 their number had declined to 38 with 782 students. In 1976–77, there was a further decline, with the number of schools reaching only 23 with 569 students. Of these, 7 (with 260 students) were industrial and 15 (with 251 students), agricultural. The one commercial continuation school enrolled 58 students during that school year.

[3] Ibid., p. 80.
[4] Ibid., pp. 98–99.

Schools for Skilled Workers

Two- or three-year schools for skilled workers *(szakiskolák)* offer training in a number of skills as well as postelementary general education. Graduates of these schools may go on to 4-year vocational secondary schools and even to higher technical institutes after fulfilling the prescribed requirements.

The specializations offered by the various types of postelementary vocational schools are determined by the Minister of Education, usually acting in conjunction with the Minister of Labor and other interested ministers and officials, including the head of the State Planning Committee. A new system of specializations and subspecializations in the various fields of industry, agriculture, and mining was scheduled to go into effect on September 1, 1979, under Joint Decree No. 1/1978. (I.14.) OM–MuM of the Ministers of Education and Labor.

Practice work and training are usually organized in the shops of the schools or in the enterprises cooperating with the schools. The conditions for such cooperation and the provisions relating to training skilled workers are specified in Resolution No. 1019/1976. (VI.24.) of the Council of Ministers.

Secondary Education

Secondary education is offered in 4-year academic and vocational secondary schools as well as in 2- to 3-year vocational schools. While the specific goals of the various types of secondary schools vary, their overall objectives are to—

- Continue, supplement, and expand the knowledge acquired in general schools toward the multilateral development of the students.
- Educate students toward being able to live and work responsibly in a socialist society.
- Prepare students to continue their studies in higher education institutions or to acquire vocational skills.
- Develop in them a readiness for further training or independent study throughout their lives.
- Enable them to fill a job commensurate with secondary school training.

From the point of view of administration, grading, and relations with the central and local governmental organs and Party and mass organizations, secondary schools operate generally on the same principles as general schools. They have their own particular regulation issued by the Ministry of Education, which contains specific details relating to all aspects of the schools' work. Although all types of secondary schools operate under the auspices of the County people's councils (the City of Budapest has County-equivalent status) and under the educational guidance of the Ministry of Education, vocational secondary schools also fall under the jurisdiction of the particular Ministry empowered to establish, consolidate, or dissolve them. Among the ministries most closely involved in vocational education are the Ministries of Labor, Agriculture, Industry, and Food. Admission into secondary schools—especially vocational ones—is based on plans approved by the Council of Ministers on the bases of recommendations from the County people's councils, the appropriate ministries, and the State Planning Committee.

Academic Secondary Schools

Academic secondary schools or gymnasiums *(gimnáziumok)* normally admit graduates of 8-year general schools who have not yet attained 17 years of age by September 1. Many students entering the 4-year gymnasiums subsequently go on to higher education, usually universities or medical schools. The curriculum is fairly uniform throughout the country, though certain gymnasiums may offer specialized programs depending on the availability of the necessary personnel and of material and budgetary resources. In some schools, especially in Budapest and some of the larger cities of Hungary, subject specialization classes are held in foreign languages, mathematics, mathematics-physics, physics-chemistry, chemistry-biology, drawing, and music (table 4). Practical work is an integral part of the curriculum, ranging from 2 to 5 hours per week.

Table 4.—Number of hours per week, per subject, in academic secondary schools having both general and subject-specialization classes, by grade: 1978–79

[Grades 1–4 are equivalent to grades 9–12 in the United States]

Subject	General [1]				General [2]				Foreign languages				Mathematics				Math-physics				Physics-chemistry				Chemistry-biology				Drawing				Music			
	Grade				Grade				Grade				Grade				Grade				Grade				Grade				Grade				Grade			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Total	33	33	34	34	33	33	33	33	34	34	34	34	34	34	35	35	33	34	35	35	32	34	35	35	34	34	35	35	32	33	34	34	33	33	34	34
Biology [3]	2	2	2	2	2	2	0	2	2	2	0	2	2	2	0	2	2	2	0	2	2	2	0	2	4	4	2	4	2	2	0	2	2	2	0	2
Chemistry	2	2	2	0	2	3	3	0	2	2	2	0	2	2	2	0	2	2	2	0	4	4	4	2	4	4	4	2	2	2	2	0	2	2	2	0
Drawing and evaluation of masterpieces	2	0	0	1	2	0	0	1	2	0	0	1	2	0	0	1	2	0	0	1	2	0	0	1	2	0	0	1	4	3	3	4	2	0	0	1
Foundations of world outlook	0	0	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0	0	3
Geography	2	2	2	0	2	2	2	0	2	2	2	0	2	2	2	0	2	2	2	0	2	2	2	0	2	2	2	0	2	2	2	0	2	2	2	0
Guidance	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
History	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3
Hungarian language [4]	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1
Hungarian literature [4]	2	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3
Mathematics	4	4	4	4	5	4	5	5	4	4	4	4	6	6	6	6	7	6	6	6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Mathematics exercises	0	0	0	0	0	0	0	0	0	0	0	0	4	4	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Music	2	1	0	0	2	1	0	0	2	1	0	0	2	1	0	0	2	1	0	0	2	1	0	0	2	1	0	0	2	1	0	0	4	3	2	2
Music-choir [5]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1
Physical education	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Physics	0	2	4	4	0	3	4	5	0	2	4	4	0	2	4	4	0	4	6	6	0	4	6	6	0	2	4	4	0	2	4	4	0	2	4	4
Practical exercises	5	5	5	5	2	2	2	2	2	2	2	2	0	0	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Psychology [3]	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0	[3]	0	0	0	[3]	0
Russian [6]	3	3	3	3	3	3	3	3	6	6	5	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Second foreign language	2	2	2	2	3	3	2	2	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

[1] General secondary school class with 1 day per week (5 hours per day) practical work.
[2] General secondary school class with 2 hours of practical work per week.
[3] In the third year of secondary school, biology is taught in the first semester and psychology in the second.
[4] Hungarian language and literature are taught by the same teacher but treated and graded as two separate subjects.
[5] Students receive no grades in this subject.
[6] In case the student does not choose Russian as his major foreign language, but, rather, English, French, Italian, or Spanish, he must take Russian as his second foreign language.

SOURCE: Tanterv és utasítás a gimnáziumok számára: Óratervek (Curriculum and Instruction for the Gymnasiums: Course Plans). Budapest: Tankönyvkiadó for the Művelődésügyi Minisztérium (Ministry of Culture), [1965]. Pp. 7–15. Curriculum has not changed since 1965.

On the basis of an agreement concluded by the Government with the various religious communities, the major religious denominations are also authorized to operate a limited number of gymnasiums. In 1976–77, as throughout the 1960's and 1970's, there were 10 denominational academic gymnasiums: 1 Jewish (in Budapest), 1 Protestant (in Debrecen), and 8 Roman Catholic (2 in Budapest and 1 each in Debrecen, Esztergom, Győr, Kecskemét, Pannonhalma, and Szentendre).

Students who do not intend to continue their education in a higher education institution receive a graduation certificate upon successful completion of the gymnasium program. Those interested in participating in admission examinations offered by higher education institutions must have received the baccalaureate or secondary school diploma *(érettségi bizonyítvány)*, which is awarded upon successful completion of the examination series offered at the end of the fourth year in the gymnasium. The series involves a written and oral examination in Hungarian language and literature and either an oral or written examination in mathematics. In addition students must take examinations in two additional subjects of their choice. The examination in history and geography is oral; in foreign languages, physics, chemistry, and biology, students may opt for a written or oral examination. To enable students to prepare for the baccalaureate examinations, the school year for fourth-year students ends on the second Saturday in May, approximately 4 weeks before the regular closing of the academic year. Toward the same end, the appropriate local authorities also organize tutorial classes and programs.

At the beginning of each year, the Ministry of Education publishes special guides *(útmutatók)* for each baccalaureate examination subject, specifying the topics, themes, or problems to be covered in that particular year's examination series. Similar guides are also issued for the examination commissions and their chairmen concerning the procedures to be followed in the administration and evaluation of the examinations.

Vocational Secondary Schools

Four-year vocational secondary schools *(szakközépiskolák)* offer training in a group of related skills as well as in academic subjects. After completing the course, a student must take the practical examination in the particular skill that he or she has learned and may also take the baccalaureate examination. The secondary school diploma that the vocational student receives upon successfully completing the baccalaureate requirements entitles him or her, on the same basis as the gymnasium graduate, to apply for admission to any higher education institution after passing the usual entrance examinations. These graduates normally apply for admission to the polytechnical universities or institutes.

After 2 years in production, workers in possession of the vocational secondary school diploma may take a practical examination *(szakmunkásvizsga)* in their respective skills. Successful candidates may receive either a "technician's certificate" *(technikusi oklevél)* or a "skilled worker's certificate" *(szakmunkásbizonyítvány)*.

Gainfully employed skilled workers who graduated from a vocational secondary school and are interested in continuing their studies in higher education are provided with special tutorial programs. Those in possession of the baccalaureate diploma may attend a full-time 2-month intensive course; those without the diploma are given an opportunity to participate in a 12-month correspondence course or a 3-month full-time intensive tutorial program.

The technical-vocational schools *(technikums)* that had been in operation since the mid 1950's were gradually disbanded beginning with the 1969–70 school year. However, one *technikum* continues to train miners and pit-masters for the mining industry.

Secondary school-type vocational education is also offered in the 3-year health-oriented schools *(egészségügyi szakiskolák)* that train nurses and doctors' assistants and in the 2-year vocational schools that train stenotypists *(gépíró és gyorsíró szakiskolák)*. Adults gainfully employed in production may pursue their postelementary education in the evening session or correspondence courses offered by 4-year secondary, technical, and vocational schools for workers.

Vocational Secondary Schools for Skilled Workers

Three-year vocational schools for skilled workers *(szakmunkások szakközépiskolája)* offer a secondary-type continuation education for

adult skilled workers. They normally offer evening session and correspondence courses. Upon successfully completing the course, graduates of these schools may take the final examinations offered in the fourth year of the day-session vocational secondary schools. Those who succeed in these examinations receive a baccalaureate diploma equal to that awarded to day-session students, entitling them to continue their studies in higher education.

Because of their relatively advanced age, most of these graduates who choose to continue their studies attend the evening session or correspondence courses of higher technical institutions. The baccalaureate examinations of the vocational secondary schools and the admission examinations of the technical universities and colleges are usually combined.

To help skilled workers in their drive for admission to higher education institutions, the Ministry of Labor provided (in Decree No. 10/1974. (IV.14.) MüM) for the organization of preparatory and special tutorial courses. Younger skilled workers who are admitted into the day session of higher education receive special grants or scholarships enabling them to complete their studies without having to work in their profession. The size of the grant is determined by the total income of the family.

Enrollment Data

Between 1971–72 and 1975–76 the number of gymnasiums and vocational secondary schools declined from 541 to 528, keeping pace with the decline in enrollment from 228,749 to 207,317. However, the percentage of the secondary school age population attending secondary schools increased from 30.7 to 36.1 during the same period (table 1). While the percentage of those attending secondary schools is still relatively low, its increase shows a heightened interest in secondary education in a smaller population of secondary school age.

While the number of gymnasiums was 285 as against 243 for the vocational secondary schools, total enrollment was higher in the latter (107,661) than in the former (99,656). Of the gymnasiums, 10 were denominational, enrolling 2,449. In terms of sex distribution (with the exception of the denominational gymnasiums and the agricultural, industrial, and transportation vocational secondary schools), the percentage of girls was larger.[5]

The following year, 1976–77, there were 282 gymnasiums with 95,042 students and 246 vocational secondary schools with 107,355 students—still a total of 528 schools but a continuing decline to 202,397 students.[6]

Hungary has seven gymnasiums in which instruction is either totally or partially in the languages of the national minorities. Of these, five gymnasiums offer instruction in the native language and two have special sections or classes in which the native language is used. The total enrollment in 1976–77 was 638.

The number of adults and gainfully employed workers attending the evening session of the gymnasiums and vocational secondary schools in 1976–77 was 9,426 and 28,521, respectively. The number of those attending the correspondence courses of these schools was 42,333 and 90,611, respectively. During the same year, there were 265 vocational schools for skilled workers in operation with 158,137 students.

Secondary school students attending institutions far removed from their homes are enabled to live in boarding houses and student housing. In 1976–77, there were 314 such houses and homes, providing room and board for 46,793 secondary school students. Many of these homes also offer tutorial programs, preparing students for the examinations for admission into the higher education institutions.

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[5] *Köznevelésünk évkönyve, 1975–76* (Yearbook of Our Public Education, 1975–76). Budapest: Tankönyvkiadó, 1977. P. 129.

[6] *Report on Educational Progress in 1975–77* (presented at the XXXVIth Session of the International Conference on Education, Geneva, September 1977). Budapest: Ministry of Education, 1977. Pp. 85–87.

Higher Education

Hungary has four types of higher education institutions—universities, university-type colleges, colleges, and higher institutes. The various kinds of institutions included in each, with their Hungarian names, are as follows:

Universities *(egyetemek)*
Traditional liberal arts universities *(tudományegyetemek)*
Medical universities *(orvostudományi egyetemek)*
Polytechnical universities *(műszaki egyetemek)*
Agronomic universities *(agrártudományi egyetemek)*

University-type colleges *(egyetemi jellegű főiskolák)*
Art colleges *(művészeti főiskolák)*
Political Colleges of the Hungarian Socialist Workers' Party (*A Magyar Szocialista Munkáspárt Politikai Főiskolája*)
College of Physical Education *(Testnevelési Főiskola)*

Colleges *(főiskolák)*
Economic and agricultural colleges *(gazdasági és mezőgazdasági főiskolák)*
Military Colleges of the Hungarian Armed Forces *(a Magyar Néphadsereg katonai főiskolái)*
Polytechnical colleges *(műszaki főiskolák)*
Teacher-training colleges *(tanárképző főiskolák)*—for subject teaching
Teacher-training colleges *(tanítóképző főiskolák)*—for classroom or grade teaching
Health-oriented colleges *(egészségügyi főiskolák)*
College of State Administration *(Államigazgatási Főiskola)*

Higher institutes *(felsőfokú intézetek)*
Kindergarten teacher-training institutes *(óvónőképző intézetek)*
Institute for Training Teachers of Motor Disorder Patients *(Mozgássérültek Nevelőképző és Nevelőintézete).*

Of the 64 higher education institutions in 1978 (listed with their schools in table 5), only a relatively few had been in existence before World War II. Among these were four traditional academic universities, which included the medical schools and the polytechnical university of Budapest. The establishment of separate medical, polytechnical, and agronomic universities, like that of the many types of colleges and institutes, was designed not only to satisfy the greater interest in and concern for education but also to train an increasing number of politically reliable and professionally competent specialists.

Administration

Each university and institution of university status is headed by a *rektor* (chancellor or president). The colleges are headed by general directors *(főigazgatók)*, and the kindergarten teacher-training institutes, by directors *(igazgatók)*. The heads of the institutions guide and supervise the operation of their institutions, and their instructions and guidelines are binding upon all instructors, students, and employees. In discharging their responsibilities, the heads of institutions are assisted by their deputies *(helyettesek)* and by the institutional councils *(tanácsok)*. The universities and some of the colleges are divided into schools *(karok)*. The university school is headed by a dean *(dékán)*, and a college school, by a director. In the performance of their duties, they are assisted by their deputies and school council *(karitanács)*, which also includes student representatives. The dean's office *(dékáni hivatal)* is in charge of admissions, registration, management of grade books, scholarships and fellowships, and board and dormitories.

The educational-instructional process takes place within the framework of departments *(tanszékek)*, lectorates *(lektorátusok)*, specialized groups *(szakcsoportok)*, and institutes *(intézetek)*.

The teaching faculty in higher education includes the ranks of professor *(tanár)*, *docens* or *docent* (roughly equivalent to the American associate professor), assistant professor *(adjunktus)*, and in some institutions assistants *(tanársegédek)*. University professors are appointed by the Council of Ministers; the other members of the faculty at all levels are appointed by the minister exercising jurisdiction over the particular institution. The appointment process involves a

Table 5.—Hungarian higher education institutions of university, college, or institute caliber: 1978

Institution and address	Year founded	School and address[1]	Years of study
		UNIVERSITIES	
Traditional			
Eötvös Lóránd University *(Eötvös Lóránd Tudományegyetem)*, 1053 Budapest V, 1–3 Egyetem tér	1635	School of Natural Science *(Természettudományi Kar)*, 1088 Budapest VIII, 6–8 Múzeum krt	5
		School of Philosophy *(Bölcsészettudományi Kar)*, 1052 Budapest V, 1 Pesti Barnabás u	5
		School of Political Science and Law *(Állam- és Jogtudományi Kar)*	4½
József Attila University *(József Attila Tudományegyetem)*, 6722 Szeged, 2 Egyetem u	1921	School of Natural Science, 6720 Szeged, 1 Aradi vértanúk tere	5
		School of Philosophy	5
		School of Political Science and Law, 6720 Szeged, 54 Lenin krt.	4½
Karl Marx University of Economics *(Marx Károly Közgazdaságtudományi Egyetem)*, 1093 Budapest, 8 Dimitrov tér	1948	School of General Economics *(Általános Közgazdasági Kar)*	4
		School of Industry *(Ipari Kar)*	4
		School of Commerce *(Kereskedelmi Kar)*	4
Kossuth Lajos University *(Kossuth Lajos Tudományegyetem)*, 4010 Debrecen	1912	School of Natural Science	5
		School of Philosophy	5
University of Pécs *(Pécsi Tudományegyetem)*, 7601 Pécs, 1 48-as tér	1923	School of Economics *(Közgazdaságtudományi Kar)* ..	4
		School of Political Science and Law	4½
Medical			
Medical University of Debrecen *(Debreceni Orvostudományi Egyetem)* 4012 Debrecen, 78 Nagyerdei krt.	1912	School of General Medicine *(Általános Orvostudományi Kar)*	6
		Department of Dentistry *(Fogorvostudományi szak)* ..	5
Medical University of Pécs *(Pécsi Orvostudományi Egyetem)*	1912	School of General Medicine	6
		Department of Dentistry	5
Medical University of Szeged *(Szegedi Orvostudományi Egyetem)*, 6701 Szeged, 13 Dugonics tér	1872	School of General Medicine	6
		School of Pharmacy *(Gyógyszerésztudományi Kar)* ..	4½
		Department of Dentistry	5
Semmelweis Medical University *(Semmelweis Orvostudományi Egyetem)*, 1450 Budapest VIII, 26 Üllői út	1769	School of General Medicine	6
		School of Pharmacy	4½
		School of Dentistry *(Fogorvostudományi Kar)*	5
Polytechnical			
Polytechnical University of Budapest *(Budapesti Műszaki Egyetem)*,[2] 1111 Budapest XI, 3 Műegyetem Rakpart	1782	School of Architectural Engineering *(Építészmérnöki Kar)*	5
		School of Chemical Engineering *(Vegyészmérnöki Kar)*	5
		School of Civil Engineering *(Építőmérnöki Kar)*	5
		School of Electrical Engineering *(Villamosmérnöki Kar)*	5
		School of Mechanical Engineering *(Gépészmérnöki Kar)*	5
		School of Transportation Engineering *(Közlekedésmérnöki Kar)*, 1092 Budapest IX, 1–7 Kinizsi u ...	5
Polytechnical University of Heavy Industry *(Nehézipari Műszaki Egyetem)*[3] 3515 Miskolc, Egyetemváros ..	1949	School of Mechanical Engineering	5
		School of Metallurgical Engineering *(Kohómérnöki Kar)*	5
		School of Mining Engineering *(Bányamérnöki Kar)* .	5
University of Chemical Industry of Veszprém *(Veszprémi Vegyipari Egyetem)*, 8200 Veszprém, 10 Schönherz Zoltán u	1949		[4]3(5)
Agronomic			
Agronomic University *(Agrártudományi Egyetem)*,[5] 2100 Gödöllő	1945	School of Agricultural Mechanical Engineering *(Mezőgazdasági Gépészmérnöki Kar)*	5
		School of Agriculture *(Mezőgazdaságtudományi Kar)* .	5
Agronomic University,[6] 4079 Debrecen, 138 Böszörményi u.	1953	School of Agriculture	5

Table 5.—Hungarian higher education institutions of university, college, or institute caliber: 1978—Continued

Institution and address	Year founded	School and address[1]	Years of study
Agronomic University, 8360 Keszthely, 16 Deák Ferenc tér	1797	School of Agriculture	5
		(Also has a School of Agriculture in Mosonmagyaróvár, 2 Vár u.)	5
University of Forestry and Lumber Industry *(Erdészeti és Faipari Egyetem)*,[7] 9400 Sopron, 4 Bajcsy-Zsilinszky út	1758	School of Forest Engineering *(Erdőmérnöki Kar)*	5
		School of Lumber Industrial Engineering *(Faipari Mérnöki Kar)*	5
		School of Cultivation *(Termesztési Kar)*	5
University of Horticulture *(Kertészeti Egyetem)*,[8] 1113 Budapest XI, 33–43 Villányi út	1853	School of Processing and Canning Industry *(Tartósítóipari Kar)*	5
University of Veterinary Medicine *(Állatorvostudományi Egyetem)* 1400 Budapest VII, 2 Bethlen Gábor u.	1787		5
UNIVERSITY-TYPE COLLEGES			
Art			
College of Dramatic and Cinematographic Art *(Színház- és Filmművészeti Főiskola)*, 1088 Budapest VIII, 2/c Vas u.	1865		4
College of Fine Arts *(Képzőművészeti Főiskola)*, 1062 Budapest, 71 Népköztársaság útja	1871		[9]4(3,5)
Hungarian College of Industrial Arts *(Magyar Iparművészeti Főiskola)*, 1121 Budapest XII, 11–25 Zugligeti út	1880		4
Liszt Ferenc College of Music *(Liszt Ferenc Zeneművészeti Főiskola)*	1875	Artist-Teacher Training *(Művésztanárképző)* 1061 Budapest VI, 8 Liszt Ferenc tér	5
		Music School Teacher-Training Institute *(Zeneiskolai Tanárképző Intézet)*, 1052 Budapest V, 12 Semmelweis u.	3
Political			
The Political College of the Hungarian Socialist Worker's Party *(A Magyar Szocialista Munkáspárt Politikai Főiskolája)*, 1146 Budapest XIV, 19–21 Ajtósi Dürer sor	1949		3
Physical Education			
College of Physical Education *(Testnevelési Főiskola)*, 1123 Budapest XII, 44 Alkotás u.	1925		4
COLLEGES			
Economic and Agricultural			
College of Agriculture *(Mezőgazdasági Főiskola)*, 7400 Kaposvár, 2 Dénes major	1961		3
College of Agriculture, 4400 Nyíregyháza, 69 Rákóczi út	1961		3
College of Finance and Accounting *(Pénzügyi és Számviteli Főiskola)*,[10] 1149 Budapest XIV, 10–12 Buzogány u.	1972	School of Finance and Accounting *(Pénzügyi-Számviteli Kar)*	3
		School of Organization and Data Processing *(Szervezési, Információfeldolgozási Kar)*	3
College of Foreign Trade *(Külkereskedelmi Főiskola)* 1097 Budapest IX, 3 Ecseri út	1971		3
College of Trade and of the Hotel and Catering Industry *(Kereskedelmi és Vendéglátóipari Főiskola)* 1054 Budapest V, 9/11 Alkotmány u.	1962	School of the Hotel and Catering Industry *(Vendéglátóipari Kar)*	3
		School of Trade *(Kereskedelmi Kar)*	3
Military			
Kilián György Air Force Polytechnical College *(Kilián György Repülő Műszaki Főiskola)* 5000 Szolnok	1961		4
Kossuth Lajos Military College *(Kossuth Lajos Katonai Főiskola)*, 2000 Szentendre	1947		4
Zalka Máté Military Polytechnical College *(Zalka Máté Katonai Műszaki Főiskola)*, 1091 Budapest IX, 133–135 Üllői út	1948		4

Table 5.—Hungarian higher education institutions of university, college, or institute caliber: 1978—Continued

Institution and address	Year founded	School and address[1]	Years of study
Polytechnical			
Bánki Donát Polytechnical College for Machine Industry *(Bánki Donát Gépipari Műszaki Főiskola)*, 1081 Budapest VIII, 8 Népszinház u.	1870		
College of Food Industry *(Élelmiszeripari Főiskola)*, 6724 Szeged, 7 Marx tér	1961	School of Animal Husbandry *(Állattenyésztési Kar)*	3
		School of Food Industry *(Élelmiszeripari Kar)*	3
Kandó Kálmán Polytechnical College of Electrical Industry *(Kandó Kálmán Villamosipari Műszaki Főiskola)*, 1084 Budapest VIII, 15–17 Tavaszmező u.	1898	Computer Institute *(Számítógépek Intézet)*, 8000 Székesfehérvár, 45 Vörös Hadsereg u.	3
		School of High Voltage Power *(Erősáramú Kar)*, 1034 Budapest III, 19 Nagyszombat u.	3
		School of Low Voltage Power *(Gyengeáramú Kar)*	3
Light Industrial Polytechnical College *(Könnyűipari Műszaki Főiskola)*, 1034 Budapest III, 6 Doberdó út	1963		
Pollack Mihály Polytechnical College *(Pollack Mihály Műszaki Főiskola)* 7624 Pécs, 2 Boszorkány u.	1970	School of Construction Industry *(Építőipari Kar)*	3
		School of Mechanics *(Gépészeti Kar)*	3
Polytechnical College for Machine Industry and Automation *(Gépipari és Automatizálási Műszaki Főiskola)*, 6001 Kecskemét, 10 Izsáki út	1964		
Transportation and Telecommunication Polytechnical College *(Közlekedési és Távközlési Műszaki Főiskola)*, 9026, Győr, 25 Ságvári Endre u.	1968	Institute on Telecommunications and Automation *(Tarközlési és Automatizálási Intézet)*	3
		Institute on Transport Machines *(Közlekedésgépészeti Intézet)*	3
		Institute on Transportation and Postal Service *(Közlekedés- és Postaüzemi Intézet)*	3
		Institute on Transportation Roads Construction *(Közlekedésépítési Intézet)*	3
		Polytechnical Teacher-Training Division *(Műszaki Tanárképző Osztály)*	4
Ybl Miklós Polytechnical College of Construction Industry *(Ybl Miklós Építőipari Műszaki Főiskola)*, 1146 Budapest XIV, 74 Thököly út	1972	School of Construction Industry	3
		School of Mechanics	3
Teacher-Training (subject)			
Bárczi Gusztáv Special Education Teacher-Training College *(Bárczi Gusztáv Gyógypedagógiai Tanárképző Főiskola)*, 1443 Budapest, 2 Bethlen Gábor tér	1900		4
Bessenyei György Teacher-Training College *(Bessenyei György Tanárképző Főiskola)*[11] 4401 Nyíregyháza, 31/b Sóstói u.	1962		4
Ho Si Minh Teacher-Training College *(Ho Si Minh Tanárképző Főiskola)*, 3301 Eger, 2 Szabadság tér	1948		4
Ho Si Minh Teacher Training College—Budapest Branch *(Ho Si Minh Tanárképző Főiskola Budapesti Kihelyezett Tagozata)*, 1214 Budapest, 10–12 Tejút u.	1975		4
Juhász Gyula Teacher-Training College *(Juhász Gyula Tanárképző Főiskola)*, 6701 Szeged, 6 Április 4. útja	1948		4
Teacher-Training College of Pécs *(Pécsi Tanárképző Főiskola)*, 7644 Pécs, 6 Ifjúság útja	1948		4
Teacher-Training College of Szombathely *(Szombathely Tanárképző Főiskola)*,[12] 9701 Szombathely, 4 Szabadság tér	1959		4
Teacher-Training (classroom)[13]			
Teacher-Training College of Baja *(Bajai Tanítóképző Főiskola)*, 6501 Baja, 2 Szegedi u	1870		3
Teacher-Training College of Budapest *(Budapesti Tanítóképző Főiskola)*,[14] 1531 Budapest, 40 Kiss János altábornagy u.	1958		3
Teacher-Training College of Debrecen *(Debreceni Tanítóképző Főiskola)*, 4001 Debrecen, 3 Liszt Ferenc u.	1959		3
Teacher-Training College of Esztergom *(Esztergomi Tanítóképző Főiskola)*, 2501 Esztergom, 1–3 Makarenkó u.	1842		3

Table 5.—Hungarian higher education institutions of university, college, or institute caliber: 1978—Continued

Institution and address	Year founded	School and address[1]	Years of study
Teacher-Training College of Esztergom—Zsámbék Branch (*Esztergomi Tanítóképző Főiskola Zsámbéki Kihelyezett Tagozata*), 2072 Zsámbék, 3 Lenin tér ..			3
Teacher-Training College of Győr (*Győri Tanítóképző Főiskola*), 9022 Győr, 42 Listzt Ferenc tér	1959		3
Teacher Training College of Jászberény (*Jászberényi Tanítóképző Főiskola*), 5101 Jászberény, 45 Rákóczi u.	1959		3
Teacher-Training College of Kaposvár (*Kaposvári Tanítóképző Főiskola*), 7401 Kaposvár 10 Bajcsy-Zsilinszky u.	1959		3
Teacher-Training College of Kaposvár—Szekszárd Branch (*Kaposvári Tanítóképző Főiskola Szekszárdi Kihelyezett Tagozata*), 7100 Szekszárd 1 Rákóczi u ..	1977		3
Comenius Teacher-Training College of Sárospatak (*Sárospataki Comenius Tanítóképző Főiskola*),[15] 3950 Sárospatak, 5 Eötvös u	1857		3
Health-Oriented			
Institute for the Further Training of Physicians (*Orvostovábbképző Intézet*), 1046 Budapest IV, 26 Erkel u.	1956	College Equivalent Health-Oriented School	3
State Administration			
College for State Administration (*Államigazgatási Főiskola*), 1118 Budapest XI, Mányoki út	1977		3
HIGHER INSTITUTES			
Kindergarten Teacher-Training[16]			
Kindergarten Teacher-Training Institute of Hajdúböszörmény (*Hajdúböszörményi Óvónőképző Intézet*), 4221 Hajdúböszörmény, 7–9 Désány I. u.	1973		2
Kindergarten Teacher-Training Institute of Kecskemét (*Kecskeméti Óvónőképző Intézet*), 6000 Kecskemét, 6–14 Kaszap u.	1959		2
Kindergarten Teacher-Training Institute of Sopron (*Soproni Óvónőképző Intézet*), 9401 Sopron, 5 Ferenszi J. u.	1959		2
Kindergarten Teacher-Training Institute of Szarvas (*Szarvasi Óvónőképző Intézet*), 5541 Szarvas, 4 Szabadság u.	1959		
For Training Teachers of Motor Disorder Patients			
Institute for the Training of Teachers of Motor Disorder Patients. (*Mozgássérültek Nevelőképző és Nevelőintézete*), 1502 Budapest XI. 67 Villányi út ..	1946		2 4

[1] Address of schools is given only when different from that of the main institution.
[2] Also operates a 3-year "College-Rank School of Water Management" *(Vízgazdálkodási Főiskolai Kar) in Baja.*
[3] Also operates a 3-year "College-Rank Metallurgical and Metal Industrial School" (Kohó- és Fémipari Főiskolai Kar) in Dunaújváros, and a 3-year "College-Rank Chemical Industrial Automation School" *(Vegyipari Automatizálási Főiskolai Kar)* in Kazincbarcika.
[4] Three years for those planning to work as plant (factory) engineers; and 5 years for those planning to be engaged in research and development and planning.
[5] Also operates a 1-year "Teacher-Training Institute" *(Tanárképző Intézet)* at its headquarters and a "College-Rank School of Agriculture" *(Mezőgazdasági Főiskolai Kar)* in Gyöngyös.
[6] Also operates a 3-year "College-Rank School of Agriculture" in Szarvas and a 3-year "College-Rank School of Farm Machinery" *(Mezőgazdasági Gépészeti Főiskolai Kar)* in Mezőtúr.
[7] Also operates a 3-year "College-Rank School of Surveying and Land Management" *(Földmérési és Földrendezői Főiskolai Kar)* in Székesfehérvár.
[8] Also operates a 3-year "College-Rank School of Horticulture" *(Kertészeti Főiskolai Kar)* in Kecskemét.
[9] Three years for teachers; 4 years for artists; and 5 years for painting restorers.
[10] Has branches in Salgótarján and Zalaegerszeg.
[11] Also has a branch for training classroom elementary school teachers.
[12] Also has a branch for training classroom elementary school teachers.
[13] In addition to the colleges listed below, the Bessenyei György Teacher-Training College of Nyíregyháza and the Teacher-Training College of Szombathely also have separate branches for training classroom or grade teachers for the general schools.
[14] Also has a branch for training kindergarten teachers.
[15] Also has a branch for training kindergarten teachers.
[16] Kindergarten teachers are also trained in the Teacher-Training College of Budapest and in the Comenius Teacher-Training College of Sárospatak.

SOURCE: *Magyar felsőoktatási intézmények. Tájékoztató, 1978* (Hungarian Institutions of Higher Learning. 1978 Guide). Budapest: Ministry of Education, 1978. Pp. 47–203.

competitive examination and consultation with the Hungarian Academy of Sciences *(Magyar Tudományos Akadémia)* and the heads of the affected ministries.

The structure and functions of the universities and of the university-type colleges, including the responsibilities of the administration, faculty, and student body, are regulated under Decree No. 25/1969. (VI.20.) Korm., while those pertaining to the colleges and institutes of higher learning, under Decree No. 29/1970. (VIII.7) Korm. of the Council of Ministers and Decree No. 14/1970. (XI.10.) MM of the Minister of Education implementing it.

Admissions

Higher education institutions admit applicants within the limit of the number of places determined by the National Planning Office in accordance with the economic, cultural, and other requirements of the country. Application may be made to only one school, with the necessary documents submitted to the student's secondary school some time in February. Applications are accepted until the end of March. Admission is based on the successful completion of the baccalaureate examination and of the admission examination offered by the respective institutions, with priority theoretically given to applicants with the highest scores within the limits of the quota. The competition is strong, since in some schools the number of applicants far exceeds the admission quota. The examinations are usually held between the end of the regular school year (around June 20–24) and July 15. Exemption from admission examinations is allowed for a number of winners of certain national education competitions, including the National Secondary School Studies Competition *(Országos Középiskolai Tanulmányi Verseny)*. The conditions and requirements of admission into the various levels of higher education as well as the details relating to the number of admission places and examination subjects are published yearly by the Ministry of Education in its "Guide to the Hungarian Institutions of Higher Learning" *(Magyar felsőoktatási Intézmények. Tájékoztató)*.

Programs and Degrees

The number of years of study varies from 2 years in kindergarten teacher-training institutes to 6 years in the school of general medicine of the medical universities. However, most schools in the universities offer a 4- to 5-year program, while those in the university-type colleges and regular colleges a 3- to 4-year program.

Examinations in higher education institutions are of three kinds: Colloquiums at the end of a semester *(rigorosa* or *szigorlatok)*, at the end of an academic year, or after completion of a subject; and State examinations at the end of a university or college course. The system of grading is identical with that used in the other levels of education. Upon completing a particular program, the student is awarded a diploma *(oklevél)*. Those who wish may pursue their studies toward the doctorate *(egyetemi doktorátus)*, which involves an additional year of study, regular consultation with the doctoral advisor, passing of a comprehensive oral examination, and completion and defense of a dissertation.

It is possible to obtain two additional higher degrees, which are awarded under the auspices of the Hungarian Academy of Sciences. These are the Candidate-in-Science *(Tudományok kandidátusa)* and Doctor of Science (*Tudományok doktora*) degrees. Candidates for these degrees work under the supervision and direction of the Scientific Qualification Committee *(Tudományos Minősítő Bizottság)* of the Academy. The first step in acquiring the Candidate-in-Science degree is taken in the aspirature *(aspirantura)*. The aspirants *(aspiránsok)* are selected by the Committee from among candidates who have acquired specialized knowledge in a specific area after graduation from a university, have worked in their fields for 3 years, and have shown a special aptitude for research.

The aspirature can be completed under two arrangements. Under the "scholarship aspirature," candidates are assigned to a particular scientific or research organization where they work under the guidance of an aspirature advisor for 3 years; the "correspondence aspirature" candidates continue to work at their regular jobs but are given special paid time off to prepare for the degree. The primary requirement for the degree is a comprehensive examination and a dissertation, with the defense open to

the public. (The dates of dissertation defenses are announced in the press.) In some exceptional cases, the degree of Candidate-in-Science may also be awarded for well-documented lifetime activities, inventions, or discoveries. Occasionally, a published scientific work may be accepted in lieu of the dissertation. Holders of the Candidate-in-Science degree who have worked for 3 years in some branch of science after receipt of their degree may pursue their work toward the Doctor of Science degree. This involves several years of independent research and a dissertation demonstrating a major contribution to that particular field of science.

Under the Prague Treaty of June 7, 1972, which was promulgated by the Presidential Council of the Hungarian People's Republic on August 26, 1975 (Decree Law No. 15/1975), the academic and vocational secondary school and higher education degrees awarded by the appropriate institutions of the 10 signatory socialist States (Bulgaria, Cuba, Czechoslovakia, East Germany, Hungary, Outer Mongolia, Poland, Romania, the U.S.S.R., and Vietnam) are accepted as coequivalent in all these States. Foreigners permanently settled in Hungary and Hungarians who have studied abroad may have their records evaluated and their diplomas equated with those granted by Hungarian institutions of higher learning under Decree No. 8/1963. (XII.30.) MM as amended by Decree No. 3/1978. (II.18.) OM of the Minister of Education.

Enrollment Data

The expansionary trend that characterized higher education in the 1960's gave way to a gradual consolidation and greater specialization in the 1970's. In contrast to 1966–67, for example, when Hungary had 92 institutions of higher learning (including the *technikums*) with 89,544 students, in 1971–72 it had only 62 such institutions with a day-session student body of 56,340. Although enrollment increased gradually in the 1970's reaching 64,319 in 1975–76 and 64,496 the next year, the number of institutions continued to decline from 62 to 56 during the corresponding period (table 1). The percentage of college-age population enrolled in higher education improved slightly, growing from 6.5 in 1971–72 to 6.9 in 1975–76. The 1975–76 enrollment for all sessions by type of institution and school is given in table 6.

In 1975–76, of the 64,319 students enrolled in the day session, 29,727 (46.2 percent) lived in student hostels, 27,867 (43.3 percent) received general scholarships *(általános tanulmányi ösztöndíj)*, and 6,703 (10.4 percent) received social scholarships *(társadalmi ösztöndíj)*. Social scholarships are those provided by industrial and agricultural enterprises (including factories) to train specialists in fields needed by them. Graduates with this kind of scholarship are expected to work 2 or 3 years in the plant or enterprise that provided the scholarship.

In 1975, higher education institutions graduated 24,275 students. Of these, 13,562 were graduates of the day-session and 10,713 of the evening session and correspondence courses.[7]

Employment

Upon completing their studies, graduates are assigned to production or to positions commensurate with their training, with priority usually given to those plants and institutions or geographic areas that need them most. The conditions of employment are usually stipulated when students enter the higher education institutions. For a period of 3 years, graduates are considered "specialists at the beginning of their careers" *(pályakezdő szakemberek)* and as such are subject to assignment by the authorities to fit the requirements of the state and society (Resolution No. 1023/1976. (VII.15.) of the Council of Ministers). Assignment of graduates of medical universities is regulated by Decree No. 1/1977. (II.9) EüM of the Minister of Health.

[7] *Köznevelésünk évkönyve, 1975–76* (Yearbook of Our Public Education, 1975–76). Budapest: Tankönyvkiadó, 1977. Pp. 144 and 147.

Table 6.—Number of institutions, schools, and day-session, evening-session, and correspondence-course students, by type of higher education: Oct. 15, 1975

Type of institution	Institutions	Schools[1]	Students			
			Day	Evening	Correspondence	Total
Grand total	*56*	*104*	*64,319*	*8,950*	*34,286*	*107,555*
Universities						
Total	*18*	*41*	*37,173*	*4,102*	*8,698*	*49,973*
Traditional	5	15	13,234	3,116	4,039	20,389
Agronomic	6	11	5,243	—	1,498	6,741
Medical	4	7	8,148	—	—	8,148
Polytechnical	3	10	10,548	986	3,161	14,695
Colleges (including university-type)						
Total	*33*	*58*	*26,045*	*4,111*	*22,967*	*53,123*
Agriculture	2	11	2,513	—	2,047	4,560
Art	4	4	1,577	31	100	1,708
Economic	3	5	2,246	1,348	2,263	5,857
Food industrial	1	2	599	—	591	1,190
Institute for the further-training of physicians	1	1	360	—	178	538
Physical education	1	1	421	—	517	938
Polytechnical, including college-rank university schools	7	18	8,272	2,476	6,147	16,895
Special education teacher-training	1	1	403	—	1,333	1,736
Teachter-training (*tanárképző*)—subject	5	5	6,495	—	7,133	13,628
Teacher-training (*tanítóképző*)—classroom	8	10	3,158	256	2,663	6,078
Higher Institutions						
Total	*5*	*5*	*1,101*	*737*	*2,621*	*4,459*
Institute for the Training of Teachers of Motor Disorder Patients	1	1	75	—	—	75
Kindergarten teacher-training	*4*	*4*	*1,026*	*737*	*2,621*	*4,384*

[1] Colleges and institutes without schools are identified as a school.

SOURCE: *Köznevelésünk évkönyve, 1975–76* (Yearbook of Our Public Education, 1975–76). Budapest: Tankönyvkiadó, 1977. P. 136.

Teacher Education

Implementation of the fundamental principles and goals of education as outlined in Law No. III of 1961 depends on and is primarily entrusted to teachers of the various levels of education. Ever since establishment of the people's democratic regime, the Party and Government authorities have devoted special attention to training teachers geared to satisfy the needs of their state and society.

Teacher training and reorientation were expanded dramatically during the 2 decades following the reorganization of education in 1948. These constituted an integral part of the modernization drive that aimed not only to eradicate illiteracy but also to create a new generation of educated, professionally skilled, and politically reliable labor force.

Teacher-training colleges and institutes operate under the auspices of the Division of Universities and Teacher-Training Colleges (*Tudományegyetemi és Tanárképző Főiskolai Főosztály*) of the Ministry of Education. In the 1970's, these institutions underwent a few structural changes. Especially affected were those training teachers for the kindergarten and general school systems.

Kindergarten Teacher Training

Kindergarten teachers are trained either in the 4-year kindergarten vocational secondary schools (*óvónői szakközépiskolák*), which admit graduates of the 8-year general school, or in 2-year kindergarten teacher-training institutes (*óvónő-*

képző intézetek), which admit graduates of secondary schools. In 1975–76, there were 27 kindergarten vocational secondary schools and four 2-year institutes (table 6). In addition, the 3-year teacher-training colleges of Budapest and Sárospatak have special sections *(tagozatok)* for training kindergarten teachers. During the same year, the 27 vocational secondary schools enrolled 4,913 students (all girls) and the institutes, including the special sections of the two 3-year colleges, 4,384 students. Of these, 1,026 were in the day-session, 737 in the evening division, and 2,621 took correspondence courses (table 6).[8]

General School Teacher Training

Classroom or grade teachers for the lower grades of the general school are trained in 3-year teacher-training colleges *(tanítóképző főiskolák)*. Subject teachers for the upper grades of the general school are trained in 4-year teacher (professor) training colleges *(tanárképző főiskolák)*. These were formerly institutes *(intézetek)* which were elevated to college rank under Decree Laws No. 13 and 14 of 1974. Subject teachers for the upper grades are also trained in the education departments of higher education institutions.

In 1975–76, classroom teachers for the lower grades were prepared in the eight 3-year teacher-training colleges and in two of the five 4-year teacher-training colleges—one in Nyíregyháza and one in Szombathely—that had special sections for this purpose. Subject teachers for the upper grades have been trained in all five 4-year teacher-training colleges (table 6). The 3-year teacher-training colleges of Esztergom and Kaposvár have branch schools in Zsámbék and Szekszárd, respectively. The 4-year teacher-training college of Eger has a branch in Budapest. There is also a 4-year college to train teachers for handicapped children (table 5). Both types of teacher-training colleges admit graduates of secondary schools.

Academic and Vocational Secondary School Teacher Training

Teachers employed in the gymnasiums and the vocational secondary schools are generally graduates of the education sections of the appropriate higher education institutions, although on the vocational side practical training in production is often supervised by mastercraftsmen of the plants and enterprises involved.

The highest status secondary school teacher-training sections are those affiliated with the schools of philosophy *(bölcsészettudományi karok)* and schools of natural science *(természettudományi karok)* of the traditional universities. Teachers of vocational-technical subjects are usually trained in the education sections of the polytechnical universities and colleges. Teachers of physical education are normally graduates of the 4-year College of Physical Education of Budapest, while many of the music teachers are hired from among the graduates of the Music School Teacher-Training Institute *(Zeneiskolai Tanárképző Intézet)* of the Liszt Ferenc College of Music.

Polytechnical universities and colleges graduate three types of teachers: Engineering professors *(mérnöktanár)*, polytechnical professors *(műszaki tanár)*, and polytechnical teachers or instructors *(műszaki oktató)*. Most are trained in the correspondence sections of the institutions.

Enrollment Data

Enrollment in teacher education during the 1976–77 academic year experienced a rapid growth, increasing from 35,368 in 1975–76 to a total of 57,623. Of these, 18,354 were in the day session and 39,269 in the evening session or correspondence course system. The number of graduates increased from 9,556 in 1975–76 to 14,612. Of these, 4,191 were day session graduates and 10,421 graduated from the evening and correspondence programs.[9]

The sudden growth in teacher education enrollment reflects a recent Government policy to winnow out of the system many of the unqualified teachers and replace them with newly trained teachers of a higher quality. Because of the relatively low salary of teachers, many of those trained in education in earlier years (and among these were the most qualified) opted for other employment opportunities, leaving many

[8] Ibid., p. 129.

[9] *Report on Educational Progress in 1975–77* (presented at the XXXVIth Session of the International Conference on Education, Geneva, September 1977). Budapest: Ministry of Education, 1977. Pp. 167.

schools (especially in the rural areas and smaller towns) with no alternative but to hire available, and often less qualified, applicants.

Employment

Like graduates of the other higher education institutions, graduates of teacher training colleges, institutes, and university sections of education are considered for 3 years "specialists at the beginning of their careers." During this period they may be assigned in accordance with the provisions of their scholarship contracts to positions best suited to advance the interests of the state and society. The conditions and procedures relating to their appointment are stipulated in Decree No. 4/1976. (XI.20.) OM of the Minister of Education as amended by Decree No. 9/1977. (XII.9.) OM.

Practically all teachers belong to the Teachers' Union *(Pedagógusok Szakszervezete)*, which is closely associated with the Party and state authorities. The membership of the Union in 1976 was a little over 215,000, representing 97 percent of the teachers.

Inservice Education

Teachers are periodically required to participate in an inservice program. Established by the Minister of Education in cooperation with other ministers involved in the educational process, the system is administered by the people's councils under the general guidance of the National Pedagogical Institute. The program involves orientation to new methodological developments and revised curriculums and syllabuses.

The Ministry of Education adopted a new system for the further training of teachers, which was approved by the Agitation and Propaganda Committee *(Agitációs és Propaganda Bizottság)* of the Party in April 1976. Aims of the new inservice system include improving the content and methods of education, involving more teachers in further political and ideological training, and acquainting them with the new curriculums, syllabuses, and textbooks that will be gradually introduced with the beginning of the 1978–79 school year.

Trends and Developments

The Hungarian Communist regime considers education an important, if not determining, factor in the development of the new social order and in the drive for rapid modernization of the country. Education is expected to train the growing number of ideologically class conscious and politically reliable technicians and professionals required by the social institutions and the various branches of the national economy. Toward this end, the regime pays and will probably continue to pay special attention to advancing professional and preprofessional education and expanding opportunities for technical and vocational practice. Considerable attention will probably continue to be devoted to expanding and improving the quality of vocational secondary education, though the academic secondary schools will continue as the major source of higher education applicants. In higher education, the policies of the regime on admissions, curriculums, and institutional structuring will most probably continue to reflect its perceptions of the socialist society's ever changing needs.

The basic research for this publication was completed by the author in August 1978.

Glossary of Selected Educational Terms

A	
Agitációs és Propaganda Osztály	Agitation and Propaganda Section (of the Party)
Agrártudományi egyetem	Agronomic university
Állam- és Jogtudományi Kar	School *or* Faculty of Political Science and Law
Állami Egyházügyi Hivatal	State Office for Denominational Affairs
Állami Ifjúsági Bizottság	State Youth Committee
Általános iskola	General (elementary) school
Általános Iskolai Főosztály	Division of General Education
Aspiratura	Aspirature
B	
Bölcsészettudományi Kar	School *or* Faculty of Philosophy
Bölcsőde	Nursery
D	
Dékán	Dean
Dékánhelyettes	Assistant *or* deputy dean
Dékáni hivatal	Dean's office
Docens	Associate professor (equivalent)
E	
Egészségügyi Minisztérium	Ministry of Health
Egyetem	University
Egyetemi doktorátus	University doctorate
Egyetemi tanács	University council
Érettségi	Baccalaureate examination or certificate following completion of the academic secondary school
F	
Felvételi bizottság	Admissions committee
Főigazgató	General director
Főiskola	College
Földművelésügyi Minisztérium	Ministry of Agriculture
G	
Gimnázium	Gymnasium (academic secondary school)
Gyermekotthon	Children's home
I	
Időszaki napközi otthonos óvoda	Seasonal day home kindergarten
Igazgató	Principal *or* director
Igazgatóhelyettes	Assistant principal *or* assistant director
Ipari technikum	Industrial *technikum* or technical school
Iskolatanács	School council
Iskolai körzet	School district
J	
Javítóvizsga	Repeat examination
K	
Kar	School *or* faculty
Kari tanács	School council *or* faculty council
Kommunista Ifjúsági Szövetség	Communist Youth League
Középiskolai Főosztály	Division of Secondary Education
Központi Bizottság	Central Committee (of the Party)
Kulturális Minisztérium	Ministry of Culture
L	
Leckekönyv	Course book
M	
Magyar Pedagógiai Társaság	Hungarian Pedagogical Association
Magyar Testnevelési és Sportszövetség	Hungarian Association of Physical Education and Sports
Magyar Tudományos Akadémia	Hungarian Academy of Sciences
Magyar Úttörők Szövetsége	Association of Hungarian Pioneers
Magyarország	Hungary
Megye	County
Megyei oktatási tanács	County council of education
Megyei tanács	County council
Munkaközösség	Work collective
Munkaügyi Minisztérium	Ministry of Labor
Műszaki egyetem	Polytechnical university
Műszaki Egyetemi és Főiskolai Főosztály	Division of Polytechnical Universities and Colleges
Művészeti főiskola	Art college
N	
Napközi otthon	Day home
Napközi otthonos óvoda	Day home kindergarten
Nevelőtestület	Education council
Nyári napközi otthon	Summer day home
O	
Oklevél	Diploma
Oktatásügyi Minisztérium	Ministry of Education
Országos Közoktatási Tanács	National Council of Public Education
Országos Oktatástechnikai Központ	National Teaching Technique Center
Országos Oktatásügyi Tanács	National Council of Education
Országos Pedagógiai Intézet	National Pedagogical Institute

Országos Tervhivatal	National Planning Office
Osztály	Class, division, section
Osztályvezető; Osztályfőnök .	Class adviser *or* homeroom teacher
Orvostudományi egyetem ...	Medical university
Orvostovábbképző Intézet ..	Institute for the Further Training of Physicians
Óvoda	Kindergarten
Óvónői szakközépiskolák	Vocational secondary school for training kindergarten teachers
Óvónőképző intézet	Kindergarten teacher-training institute

P

Pedagógusok Szakszervezete .	Teachers' Union

R

Rektor	Rector *or* president *or* chancellor

S

Szak	Specialty *or* department
Szakközépiskola	Vocational secondary school
Szakmunkások szakközépiskolája	Vocational secondary schools for skilled workers
Szigorlat	*Rigorosum* or semester-end examination
Szülői munkaközösség	Parental work collective

T

Tanács	Council
Tanár	Professor
Tanárképző főiskola	Teacher-training college
Tanársegéd	Professorial *or* teaching assistant
Tanítóképző főiskola	Teacher-training college
Tanítóképző intézet	Teacher-training institute
Tankönyvkiadó	Textbook Publishing House
Tanszék	Department *or* section
Tanterv	Curriculum *or* school program
Technikum	Technikum *or* Technical school
Természettudományi Kar ...	School *or* Faculty of Natural Science
Tudományegyetem	University
Tudományegyetemi és Tanárképző Főiskolai Főosztály	Division of Universities and Teacher-Training Colleges
Tudományok doktora	Doctor of Science
Tudományok kandidátusa ..	Candidate-in-Science
Tudományos Minősítő Bizottság	Scientific Qualification Committee

U

Úttörő	Pioneer

V

Végrehajtó bizottság	Executive committee
Vezetőképző és Továbbképző Intézet	Supervisory and Further Training Institute

Z

Záródolgozat	Thesis *or* dissertation

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